

## Health Professions Council

### Visitors' report

<b>Name of education provider</b>	University of Newcastle upon Tyne
<b>Name and titles of programme(s)</b>	BSc (Hons) Speech and Language Sciences MSc Language Pathology
<b>Mode of Delivery (FT/PT)</b>	FT
<b>Date of Visit</b>	21 <sup>st</sup> – 22 <sup>nd</sup> March 2006
<b>Proposed date of approval to commence</b>	September 2006
<b>Name of HPC visitors attending (including member type and professional area)</b>	Anne Hesketh SLT Lorna Povey SLT
<b>HPC Executive officer(s) (in attendance)</b>	Joanna Kemp
<b>Joint panel members in attendance (name and delegation):</b>	Chair: Sue Applegarth, Head of Academic Quality & Standards,

#### Scope of visit (*please tick*)

<b>New programme</b>	<input checked="" type="checkbox"/>
<b>Major change to existing programme</b>	<input type="checkbox"/>
<b>Visit initiated through Annual Monitoring</b>	<input type="checkbox"/>

#### Confirmation of meetings held

	<b>yes</b>	<b>no</b>	<b>n/a</b>
Senior personnel of provider with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme team	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Placements providers and educators	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students (current or past as appropriate)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### Confirmation of facilities inspected

	<b>yes</b>	<b>no</b>	<b>n/a</b>
Library learning centre	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
IT facilities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Specialist teaching accommodation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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**Confirmation that particular requirements/specific instructions (if any) of the Education and Training Committee that have been explored e.g. specific aspects arising from annual monitoring reports.**

Requirement (please insert detail)	yes	no	n/a
1	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Proposed student cohort intake number please state	BSc (Hons) 35 MSc 18
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PROGRAMME APPROVED

The following summarises the key outcomes of the Approvals event and provides reasons for the decision.

To be submitted to Approvals Panel on: 13 June 2006

## RECOMMENDATIONS

### SET 2 Programme admissions

The admission procedures must:

**2.2 apply selection and entry criteria, including:**

**2.2.2 criminal convictions checks;**

**Recommendation:** We recommend that the course team specifies a procedure for considering positive CRB Disclosures, including a mechanism for including SHA/NHS input.

**Reason:** There was discussion around this issue during the meeting and while there has been some thought about this by the programme team, there currently is no specified procedure in place.

### SET 3. Programme management and resource standards

**3.11 Throughout the course of the programme, the Education Provider must have identified where attendance is mandatory and must have associated monitoring mechanisms in place.**

**Recommendation:** We recommend that, as cohort size increases, the team considers more systematic monitoring of attendance.

**Reason:** There was discussion around this issue during the meeting and the programme team are aware that this may become an issue as the student cohort increases. The Visitors felt that accurate monitoring of student attendance was important as it can be a potential early indicator of student difficulties.

### SET 4. Curriculum Standards

**4.4 The curriculum must remain relevant to current practice.**

**Recommendation:** It is recommended that, either the topic of Adults with Learning Disability is given a more coherent focus within the programme, or the teaching and learning opportunities relevant to this topic are specifically identified.

**Reason:** From the Visitor's reading of the programme documentation, no substantial consideration of Adults with Learning Disability was apparent. The Visitors see coverage of this area as important to current practice and felt it needed to be more clearly specified.

## COMMENDATIONS

- The team are to be commended for their close and mutually supportive collaboration with local professional colleagues and with the Strategic Health Authority. The excellent links with local managers and services have led to a feeling of joint interest and responsibility for both university and placement based education which is greatly to the benefit of students and of the profession.
- We commend the level of support offered to students, who are very positive in their feedback on their university experience.
- The team are commended for their development of a programme which successfully integrates clinical relevance and academic rigour and which produces graduates who can be competent, confident and critically evaluative members of the profession.
- The nature and quality of instruction and facilities meets the Standards of Education and Training.

We recommend to the Education and Training Committee of the HPC that they approve this programme.

### Visitors' signatures:

**Anne Hesketh**  
**Lorna Povey**

**Date: 03 April 2006**